KODAK

DOCUMENT RESUME

ED 033 170 UD 009 119

"We've Promises to Keep..." Toward Equal Opportunity.
National Education Association, Washington, D.C.
Pub Date 68
Note-20p.
Available from-National Education Association, Human Relations Center and Div. of Field Services, Washington, D.C. ($0.25)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-Bibliographies, Bilingual Education, *Civil Rights, Disadvantaged Youth, Human Relations, Negro History, Racial Integration, *Teacher Associations, Textbook Evaluation, Urban Education
Identifiers-*National Education Association, NEA

This pamphlet notes the commitment of the National Education Association (NEA) to human rights and equal opportunity. Briefly presented are several programs and activities of NEA in these areas. A bibliography of relevant NEA publications is included. (NH)

EDO 33170

"We've Promises To Keep..."

09119 E

The National Education Association is proud of its tradition of Equal Opportunity and welcomes the challenge to help America transform the ideal and the dream into reality.

The task is urgent, large, and steep.
But we've promises to keep.
And miles to go before we sleep,
And miles to go before we sleep.

(Paraphrased from "Stopping by Woods on a Snowy Evening" by Robert Frost)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICRO-FICHE REPRODUCTION ONLY.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

TOWARD EQUAL OPPORTUNITY

Education is the daily practice of great ideals: that every person bears within himself a **promise** which can and must be realized; that all persons are entitled to respect and dignity; that freedom of thought, of expression, of movement, and of religious belief belongs to all persons; that liberties entail obligations.

—NEA Platform

"We've Promises To Keep . . ."

TOWARD EQUAL OPPORTUNITY

published by
Human Relations Center
and
Division of Field Services
National Education Association

Twenty-five cents; discounts on quantity orders
(Stock No. 161-04946): Order from
NEA Publications—Sales Section
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

©1968, National Education Association

UD 009 119

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICRO-FICHE REPRODUCTION ONLY.

09119 E

Today's Dilemma Tomorrow's Hope

Equal Opportunity for All is the promise of America and has always been a very important ideal of the National Education Association. Yet NEA recognizes that because equal opportunity is still far from a reality, the most urgent goal of American education must be to attain the ideal and fulfili our nation's promise.

In pursuit of this goal, the Association has undertaken a wide range of programs; several of NEA's special human rights activities which offer resources for teachers are presented in this booklet.

The picture on the opposite page is from *The Teacher and Integration*. This book is among the publications listed in a concluding bibliography which also includes pertinent conference reports. The picture below is from the report of one of over a hundred NEA-sponsored conferences that have been conducted throughout the country to promote and facilitate integration.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office to Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

The Challenge of Integration

Through conferences, publications, and litigation, NEA has worked for integration. At the 1968 annual convention, the Association passed a resolution declaring its strong opposition to racial isolation:

> . . . The Association reiterates its belief that cross-racial experiences form an essential part of the education of every pupil. . . . Among the many grievous problems now plaguing American cities, none is greater or more difficult to solve than the *de facto* segregation which is presently increasing in nearly all of the major cities.

NEA joined the legal battle against *de facto* segregation by filing an *amicus curiae* brief in the District of Columbia school case, Hansen vs. Hobson. The Association strongly endorsed Judge Skelly Wright's historic decision which declared *de facto* segregation discriminatory.

"The Impact of Model Cities on the School System" was explored by educators, urban specialists, civil rights representatives, and government officials during a workshop in June 1967. The report of this workshop, which was sponsored by the External Advisory Council of the PR&R Committee on Civil and Human Rights of Educators, recommends local actions that can be taken to further economic and racial integration in Model Cities programs.

NEA has continued to protect the rights of educators. A fund established a generation ago has grown to aid hundreds of teachers. Today, this expanding fund is known as the NEA DuShane Fund for Educator Rights.

In 1964, when Mrs. Willa C. Johnson lost her teaching position because of her leadership in Enfield, North Carolina's voter registration drive, NEA assumed all litigation costs and provided a modest living allowance for her. Mrs. Johnson was reinstated and awarded damages. Moreover, the U.S. Supreme Court upheld her attorney's contention that because teachers have a uniquely sensitive position, the courts are obligated to protect their rights.

Below, Mrs. Johnson accepts an award during the PR&R Committee's 1967 Human Rights Banquet.

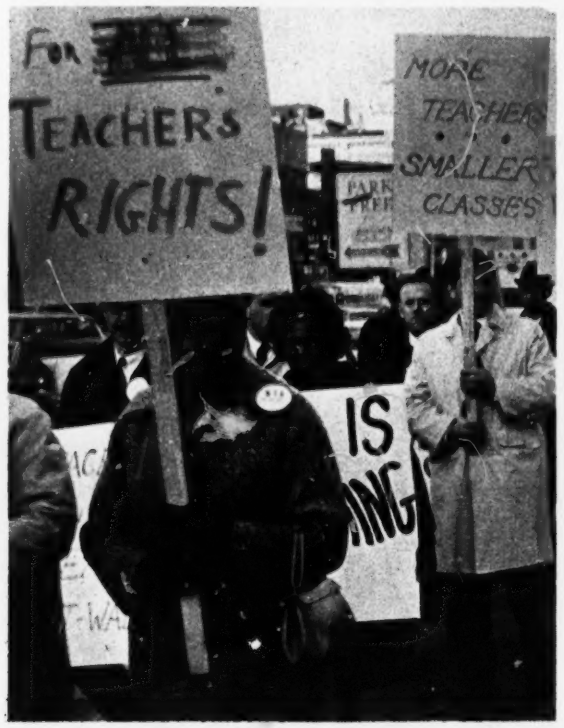
The Urban School:

Crucible of Tomorrow's City

A massive effort to develop a comprehensive program for revitalizing urban schooling was launched by the recent establishment of NEA's Task Force on Urban Education. Below, George Jones, Task Force Director, greets a city teacher and students.

Relying on extensive consultation with leading national authorities on urban affairs and inner-city education, the Task Force is developing a recommended course of action for the teaching profession.

Determined campaigns to improve the quality of education are being conducted by local and state associations in cities across the country. Newark, New Jersey, teachers demonstrate their concern for better teaching conditions in the picture at the top of the next page.



Both teachers and employers can turn to NEA* SEARCH, a new, nationwide, computer-based, teacher-job matching service to help resolve the critical shortage of qualified urban teachers. Below, the director of NEA*SEARCH, Osborne A. Payne, instructs other staff members.

Learning Should Honor Diversity

"The Treatment of Minorities in Textbooks and Other Teaching Materials" was the issue before the Fourth National NEA-PR&R Conference on Civil and Human Rights in Education in February 1967. Above, participants browse through one of the conference displays.

Pictured below is the representative panel which discussed the roles of educators, publishers, government, and civil rights groups in the preparation of instructional materials.

Bibliographies of multi-ethnic textual and audiovisual material compiled by the PR&R Committee are listed at the end of this booklet.

In cooperation with the Student NEA and the National Commission on Teacher Education and Professional Standards, the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth held four regional conferences for preservice teachers in their final year of preparation. In the above pictures from the Los Angeles Conference, a participant visits the Art Center Building in Watts and a community worker presents his views.

Other participants in the unique conferences included "dropout" teachers, youth, and experienced educators. The National NDEA Institute sponsoring the regional beginning-teacher seminars was conducted by the American Association of Colleges for Teacher Education.

Recognition for Black Americans

Negro History Week, 1968, opened with two Washington performances of "The Believers, the Black Experience in Song." These previews of the off-Broadway production were made possible by the District of Columbia Teachers Association and the PR&R Committee. Shown above is a scene from "The Believers."

A filmstrip on Negro history and a paperback bibliography of Black literature and culture (see page 17) were joint projects of NEA's Publications Division and the PR&R Committee. Below, Johnie Scott, a poet from Watts and a student at Stanford University, records one of his poems for the filmstrip.

Since the merger of NEA and the American Teachers Association in 1966, NEA has carried on ATA's tradition of sharing the sponsorship of Negro History Week with the Association for the Study of Negro Life and History.

1967 Negro History Week Display—NEA Center lobby

Le Savoir Parle

Bien des Langues

Learning speaks many languages. Bilingual instruction is essential for nonEnglish-speaking children, and it offers a unique opportunity for their "Anglo" classmates.

"The most acute educational problem in the Southwest is that which involves Mexican-American children." This conclusion was stated in *The Invisible Minority,* the report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking. To stimulate urgently needed action, NEA, through its PR&R Committee and its affiliated organizations in the five Southwestern states, sponsored a symposium in October 1966.

Pictured below are symposium participants: Samuel Ethridge, NEA assistant executive secretary; Senator Ralph Yarborough of Texas; and Maria Urquides, chairman, NEA-Tucson Survey.

Senators Yarborough and Joseph Montoya of New Mexico, two symposium speakers, sponsored bills for a Bilingual American Education Act and a Southwestern Human Development Act. During hearings on this legislation, *The Invisible Minority* and the report of the symposium were entered as testimony. Both bills have become law.

A special class of nonEnglish-speaking pupils is being observed at P.S. No. 1 in New York City by a group of paid apprentice teachers from Fordham University and an interning principal. P.S. No. 1 is one of over 200 schools participating in the demonstration center program administered by NEA's National Commission on Teacher Education and Professional Standards.

Equality: An NEA Tradition

In 1857, a Negro educator named Robert Campbell helped found the National Teachers Association, NEA's parent organization, and for over a hundred years, NEA has welcomed all educators into its membership. Moreover, the Association was among the first major national organizations to oppose local and regional discriminatory customs.

The association became the first group in the nation's Capital to obtain an equal accommodations commitment in the 1940's, when NEA's Citizenship Conference secured written assurance from a large Washington hotel that it would not discriminate against any conference registrant. Pictured above is a discussion group meeting during the Seventh National Citizenship Conference in Washington.

In 1943, the Representative Assembly adopted a policy of meeting only in cities "where every NEA delegate would have equality of accommodation." NEA's annual meeting in 1953 at Miami Beach was the first completely integrated national convention held in the South.

NEA's response to the integration crisis in Little Rock, Arkansas, is an example of the Association's decisive action in emergencies. In 1959, 44 Little Rock teachers who were threatened with unjust expulsion from their jobs were assured of NEA support totaling a quarter of a million dollars.

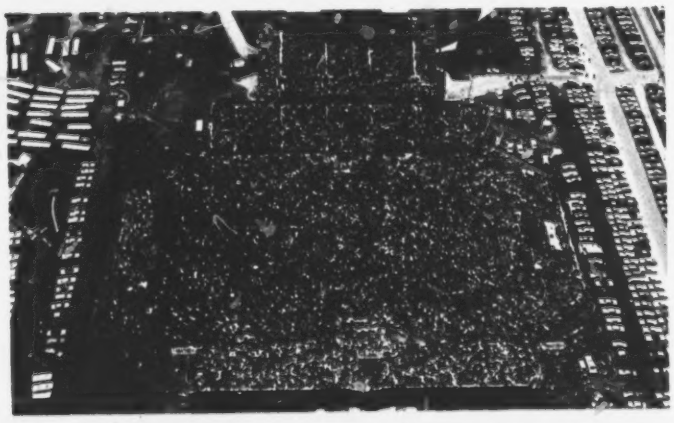
Seven Negro teachers in Giles County, Virginia, were dismissed in 1964, after desegration closed the schools to which they had been assigned. Because NEA paid 80 percent of the legal fees, the Virginia Teachers Association was able to sue the school district and secure a precedent-setting court order for reinstatement of the seven displaced teachers.

In 1965, NEA supported the voter registration drive in Selma, Alabama. In order to help teachers overcome registration obstacles, the Association held two conferences for Selma teachers at NEA Headquarters. Association officials and members participated in the march pictured below.

NEA Expands Its Leadership In Human Rights

Vigorous NEA support has made it possible for teachers to effect dramatic improvements in the quality of education in the state of Florida and in an increasing number of communities throughout the nation.

Because Florida's educational climate had deteriorated so severely, NEA's national convention imposed sanctions against the state in July 1967. The following month, over 35,000 teachers rallied in Orlando (see picture below). Their determination to resign if the state failed to take immediate action forced the governor to reverse his position and call Florida's first special legislative session on education. A three-week boycott by over half the state's teachers during the special session finally induced the legislature to increase Florida's educational expenditure by 71 percent.



Over $1,400,000 in direct loans and grants was contributed by NEA to Florida teachers who suffered loss of income or vindictive dismissal because of their participation in the boycott.

NEA's forceful stand and financial support has also helped to improve teaching conditions in Utah and Oklahoma and in several school districts in Maryland, Kentucky, Michigan, and Rhode Island.

Equality of Educational Opportunity as Affected by Personnel Policies was the theme of the PR&R Committee's Fifth National Conference on Civil and Human Rights in Education, which met in Washington, D.C., February 1968. Participants explored ways to further constructive personnel policies and practices and considered significant court decisions and legislation. Controversial issues, such as decentralization, teacher militancy, and community school control were also discussed. In the above picture, Charles Hamilton, coauthor of *Black Power*, addresses the conference.

The Educational Problems of Appalachia will be the subject of the Sixth National Conference on Civil and Human Rights in Education meeting in the fall of 1968 in central Appalachia. Pictured below are several teachers from Appalachia during the preliminary planning conference in Washington, D.C., November 1967.

Young citizens of Resurrection City in the daycare center provided at NEA Headquarters during the Poor People's Campaign.

In order to carry out the urgent recommendations of a special NEA Task Force on Human Rights and extend the Association's efforts to economic and social programs, a Human Relations Center was established in the summer of 1968 to direct NEA's growing human rights activities. This new major unit is expanding the dynamic role performed for several years by the Committee on Civil and Human Rights of Educators of the Commission on Professional Rights and Responsibilities. Working closely with its external advisory council of representatives from civil rights organizations and government agencies concerned with integration, the PR&R Committee introduced many innovative programs to advance equality of educational opportunity.

NEA President, Mrs. Elizabeth Koontz, tells viewers of NBC's "Today Show" how important it is for teachers to be active, involved citizens.

BIBLIOGRAPHY

A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials. 1966. (161-05068)

Faculty Desegration. Report on Four Southern Regional Conferences. 1966. (161-05066)

Impact of Model Cities on the School System. Report of the PR&R Committee Conference on Model Cities Program. 1967. (163-05054)

Report of Task Force Survey of Teacher Displacement in Seventeen States. 1965. (161-05064)

The Local Association Observes Negro History Week. 1966. (125-04376)

Singles copies of the above publications may be obtained without cost from NEA's Human Relations Center. Requests should include numbers in parentheses.

The following publications should be ordered from NEA's Publications-Sales Section. Orders should include numbers in parentheses.

As The Child Reads . . . Report on the Fourth National NEA-PR&R Conference on Civil and Human Rights in Education: "The Treatment of Minorities in Textbooks and Other Teaching Materials." 1967. 50¢.* (161-05072)

An Index to Multi-Ethnic Teaching Materials and Teacher Resources. 1967. 35¢. (161-04938)

The Invisible Minority . . . Pero No Vencibles. Report of the NEA-Tucson Survey on The Teaching of Spanish to the Spanish-Speaking. 1966. $1. (451-14746).

Issues and Alternatives. Report of the Fifth National NEA-PR&R Conference on Civil and Human Rights in Education: "Equality of Educational Opportunity as Affected by Public School Personnel Policies." 1968. 50¢.* (161-05028)

Las Voces Nuevas del Sudoeste. Report of the Third National NEA-PR&R Conference on Civil and Human Rights in Education: "The Spanish-Speaking Child in the Schools of the Southwest." 1966. 50¢. (161-04932)

Report of the Task Force on Human Rights. 1968. $1.* (381-11834)

The Negro American in Paperback. A selected list of paperbound books compiled and annotated for secondary school students. 1968. 35¢.* (381-11796)

The Negro in American History. Full-color filmstrip with 33-1/3 rpm record of narration and music, plus script and presentation guide. Part 1: Legacy of Honor; Part 2: Suggestion for Teaching. 1966. $7.* (388-11776)

The Teacher and Integration. 1966. Cloth, $2.50. (381-11762); paper, $1.50. (381-11760)

*Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent.

Teachers Education: The Young Teacher's View. Report of Four Regional Conferences for Student Teachers and Beginning Teachers of the Disadvantaged. 1968. $1.50. Order directly from NDEA-AACTE, Room 804, National Education Association.

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036